

Teacher Quality Committee Orientation



Iowa Department of Education

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August 13, 2007 Coralville

August 14, 2007, Mason City

August 15, 2007, Council Bluffs

August 17, 2007, West Des Moines

Agenda

9:00 to 4:00

Welcome, Outcomes, & Working Assumptions

A Video Message from:

Judy Jeffrey, Director, Iowa Department of Education

Jan Reineke, Executive Director, Iowa State Education Association

Dan Smith, Executive Director, School Administrators of Iowa

Monitoring Professional Development Plans

Determining the Use of Professional Development Funds



Lunch

Monitoring Implementation of Teacher Quality

Monitoring Evaluation Requirements

Market Factor Recommendations

Create a Teacher Quality Committee

Compensation for Teachers on the Committee

Committee Functions and Planning

Wrap up and Adjourn

Purposes of Our Work Together Today:

1. To support professional development, mentoring, evaluation, compensation and incentives that are meaningful and valuable to educators.
2. To enable educators to become effective practitioners resulting in students being more successful.

Outcomes for the Teacher Quality Committee Orientation:

1. Become familiar with the scope and parameter of the Teacher Quality (TQ) legislation
2. Understand roles & responsibilities
3. Initiate the work of the Teacher Quality Committees (TQC)
4. Recognize positive possibilities for the TQC work

Fundamental Principles That Support This Work:

1. The Iowa Professional Development Model is the foundation for effective implementation of district, building-level, and individual professional development plans.
2. Shared leadership is a hallmark of quality professional development at the district and building level. At the state level, the three organizations (ISEA, SAI, and DE) provide a unified message about Teacher Quality Committees.
3. Evaluation and professional development processes work together to improve teaching.
4. Effective collaborative processes are essential. Because the goal is increased learning for all students, professional development for student achievement involves teachers learning and working together.

Hopes for Each Teacher Quality Committee"

1. To ensure professional development is high quality and yield results-student achievement and teacher efficacy.
2. To increase the engagement of teachers and administrators in participatory decision making regarding professional development for student achievement.

Working Assumptions:

1. All of us have previous experience with professional development, mentoring and induction, and evaluation.
2. Those experiences differ by person, district, and perhaps role. While most experiences have been positive, some may have been less than ideal. This diversity provides a useful history and foundation to build upon.
3. We can use those experiences as we jointly develop Teacher Quality Committees.
4. A challenge we face is to build on the positive experiences and avoid getting stuck in the negative ones.
5. Let's start and end on time, including breaks.
6. We are all learning as we address this new work of Teacher Quality Committees. We may need some patience with ourselves and others as we move along.

Suggested Norms:

- Be present and actively engaged
- Share the air time
- Be sensitive to our use of time
- Learn and have fun
- What is said here stays here What is learned here leaves

Definitions:

Attendance center professional development plan: *(These materials will also use the term “Building-Level Professional Development Plan”)* In addition to the previously required district professional development plan and the individual plan for each teacher, SF 277 added the requirement that each attendance center “shall develop an attendance center professional development plan.” The plan must be based upon the needs of teachers, the Iowa teaching standards, the district professional development plan, and the student achievement goals of the attendance center and the district. The legislation did not establish a date by which attendance center plans must be developed, but it is advisable to develop these plans early in the upcoming school year. (The district professional plan is already incorporated into the Comprehensive School Improvement Plan. The attendance center plans do not need to be incorporated into the CSIP, Districts with a single building (e.g. K-12 students in one building) may elect to do one attendance center plan or may elect to do separate plans by grade spans (e.g. K-8, 9-12). Templates and models for attendance center plans will be provided later this summer. (Source: Iowa Department of Education Guidance on Senate File 277 Student Achievement and Teacher Quality Program by Pamela Pfitzenmaier, Ph.D., Administrator, May 18, 2007.

“Teacher” means an individual who holds a practitioner's license issued under chapter 272, or a statement of professional recognition issued under chapter 272 who is employed in a nonadministrative position by a school district or area education agency pursuant to a contract issued by a board of directors under section 279.13. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a nonadministrative position. "Teacher" includes a licensed individual employed on a less than full-time basis by a school district through a contract between the school district and an institution of higher education with a practitioner preparation program in which the licensed teacher is enrolled. (Source Section 14, Senate File 277)

Participative Decision Making: Decision making regarding planning, implementation and evaluation of professional development should actively include both administrators and teachers. Teacher participation in making important decisions about professional development is critical to the success of any initiative.

Professional Development for Student Achievement: The purpose of professional development is to provide a structured, supportive, and collaborative environment to promote professional growth that will further the district's comprehensive school improvement plan (CSIP) goals in order to increase student achievement.

Iowa Professional Development Model (IPDM): The IPDM provides guidance for implementing the requirements related to professional development (Iowa Code Chapter 284.6 and Senate File 277). as well as processes and tools for local districts to use when designing, implementing, and evaluating the District Professional Development Plan, the building-level (Attendance Center) plans, and the Individual Teacher Professional Development Plans. The Iowa Professional Development Model follows the Iowa Professional Development Standards and the National Staff Development Council Standards. The development of the model was a collaborative effort of the Iowa Department of Education (DE) and a stakeholder group representing a variety of educational groups and organizations in Iowa.

Reflection on the Video Presentation

1. As you watch the DVD of DE, SAI, and ISEA Directors, individually record your responses to the questions below.
2. Select a facilitator and recorder.
3. As a group discuss the questions.
4. As a group, identify the most important possibility, question, and concern. The recorder will write each response on a post-it-note and place on the appropriate easel.

What are the Possibilities this legislation offers? How might the Teacher Quality Committee enhance the work in your district/building?

What are some initial Concerns you have about the Teacher Quality Committee at this point in time?

What are some initial Questions you have about the Teacher Quality Committees at this point in time?

SAMPLE MEETING AGENDA TEACHER QUALITY COMMITTEES

- 1. Convene meeting**
- 2. Roll call**
- 3. Review and adopt minutes from previous meetings**
- 4. Address related TQ items**
 - a.**
 - b.**
 - c.**
- 5. Determine recommendations to other groups**
- 6. Establish agenda/responsibilities for next meeting. Follow procedures for open meeting**
- 7. Adjourn**

Suggested Questions to Guide Dialogue about Balancing Teacher Quality Funding

- 1) How are we using resources now?**
- 2) What commitments have already been made?**
- 3) What professional learning actions that require funding are most likely to result in increased student learning and achievement?**
 - a. Do these learning actions move a full faculty or teams of teachers to improve their instructional practices?**
 - b. Does the professional development have a track record (in or setting or in others –as per the research base) for getting results?**
- 4) How do we or will we know the professional learning is being implemented well?**
- 5) How do we know results are being accomplished?**